

**Pilot Parents of Southern Arizona  
Partners in Policymaking  
Clarification on Year 3 Renewal**

**1. Describe what efforts are made to follow up with graduates after graduating from the program? Is there additional follow-up beyond three (3) months with graduates to determine if they are utilizing their new skills and training and that social/system's change is/has occurred as a result of participation in the program? If not, please discuss barriers to do regular follow-up and discuss strategies to accomplish further outcome measures.**

Upon graduation from the Partners program participants are added to a graduate list serve. This list serve is used to provide frequent communication with graduates regarding important information and resources, legislative happenings and events, and advocacy opportunities. Graduates also have the opportunity to register on the national Partners in Policymaking graduate list serve to receive similar information provided on a national level. One of the most important follow up activities we ask graduates to participate in is the recruitment of new program participants. Graduates are in the best position to inform possible participants on the value and benefit to participating in the program.

In the past, Pilot Parents has conducted follow-up surveying at 6 and 12 month intervals. Due to the limited response to our follow-up surveying this practice was discontinued. Periodically Pilot Parents staff will initiate phone contact with graduates to inquire on their skill utilization, system change activities and to identify training needs that are not being met within their community. Graduates are instructed to update Pilot Parents on their contact information if and when it changes so that we may maintain follow-up contact.

In the past, Pilot Parents has contracted with an outside independent evaluator to determine if outcome measures are being met. It is our intent to use an independent evaluator for graduate follow-up this program year.

**2. Does Pilot Parents track the number of graduates that have or currently serve on various boards/commissions, speak in front of legislators and/or other community stakeholders, or are in leadership positions to promote social and systems change? If not, please discuss barriers to do regular follow-up and discuss strategies to accomplish further outcome measures.**

Pilot Parents tracks the number of recent graduates that are currently serving on boards/commissions and the number of times they have communicated with policymakers. This tracking is part of the 3 month graduate follow-up survey.

**3. What type of evaluation tool is used to measure the competencies of graduates? Provide an example.**

Pilot Parents distributes a session evaluation at the end of each monthly session. This session evaluation measures the participants' topic competencies prior to and after the session. Please see attached example.

Prior to the first program session, participants are asked to complete an initial survey. Upon completion of the Partners program graduates are asked to complete an end survey. These surveys measure each individuals competencies prior to and after participation in the program. Please see the attached surveys.

**4. Describe long-term planning and financial sustainability efforts, to support the Partners in Policymaking program.**

The Partners in Policymaking program has received funding support from several organizations. These have included the Arizona Developmental Disabilities Planning Council, state agencies (ex. DDD, ADHS), UCEDDs, the Protection and Advocacy System, ARCs, individual disability organizations (ex. Autism Society of Tucson, Southern Arizona Network for Down syndrome), private foundations and tax credit donations.

Partners in Policymaking has been implemented in 46 states, the Northern Mariana Islands, Netherlands, Virgin Islands and the United Kingdom. Fifty-four percent of Partners programs in the United States receive program funding from their State Council on Developmental Disabilities. The remaining programs are funded through state ARCs, UCEDDs, Protection & Advocacy Systems or Parent Centers.

Pilot Parents will continue to pursue funding resources for Partners in Policymaking from state agencies, disability organizations and private foundations. Over the fifteen years Pilot Parents has run the Arizona Partners program we have managed to consistently piece together funding from several sources. This collaboration has added to the richness, diversity and inclusiveness of the program. Having multiple community stakeholders has enriched Arizona's Partners in Policymaking program. Pilot Parents is currently in negotiations with DDD to provide on-going financial support.

**5. Budget Summary and Budget Narrative for the line item Other does not match. Please review and clarify the costs.**

The Partners in Policymaking program budget lists \$45,000 in requested funds from the ADDPC and \$15,000 in required match funding. **This \$60,000 budget total is lower than the actual budget required to complete this project.** In the initial renewal application we listed the line item amount for the total project budget including funds other than ADDPC requested funds and non-federal cash match. For the purpose of this renewal clarification we changed the budget narrative under "Other" to read:

We estimate \$6,500 in expenses in this category. This includes participant hotel, travel and accommodations, as well as, speaker travel costs. We have budgeted \$3,000 for speaker travel and \$3,500 for participant hotel, travel and accommodations. The costs are broken out below.

Speaker Travel: 5 presenters @ \$600	\$3000
Hotel: \$500/mo for 6 months	\$3000
<u>Travel Stipends: \$250/mo for 6 months</u>	<u>\$1500</u>
Total	\$6500

Of this amount we are requesting \$5,000 from the ADDPC and we will use \$1,500 of expenses in this category as non-federal cash match.

Corrected Budget Narrative is attached.